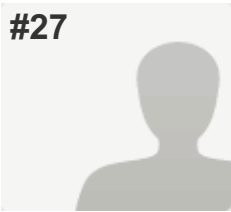


#27

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, May 27, 2016 12:33:57 PM**Last Modified:** Tuesday, June 14, 2016 10:43:24 AM**Time Spent:** Over a week**IP Address:** 66.43.237.100

PAGE 2

Q1: Name of School District:	West Des Moines Community School District
Q2: Name of Superintendent	Dr. Lisa Remy
Q3: Person Completing this Report	Dr. Lisa Remy, Dr. Laurene Lanich, and Ms. Carol Seid

PAGE 3

Q4: 1a. Local TLC Goal

To increase induction and mentoring support for teachers in the District.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Information from the District Mentor Coordinator indicated a 90-92% retention of new teachers for at least five years. Respondents with three years or less in the district feel more positively about their contributions in the workplace as measured by the district workplace survey. On average, respondents who have worked in the district for fewer than three years are more likely to agree that "All employees in the district are held to the same standard of excellence as I am," "I feel comfortable to bring up any problem, issue, or constructive feedback to improve the work environment," "I am listened to and treated as a valued employee," and "I have opportunities to participate in decision-making for issues that affect me and the people I serve."

Mentors and their work with new educators to the profession expanded in the second year of the TLC.

The 2015-2016 New Certified staff included seventeen first year teachers and three second year teachers. This was an addition to the nineteen 2nd year teachers from last year.

New mentors were added as new teachers were hired. All first year Teacher Leader Mentors participated in added training throughout the year with a professional development course focusing on effective ways to support, create challenge and facilitate ongoing vision for the beginning educator. They were supported by the Teacher Leader Mentor Coordinator with quarterly meetings as a group and individual support throughout the year. Evaluations by mentors created an ongoing growth process for improvement of the program. All new staff to WDMCSD participated in professional development focused on the district's instructional framework. District initiatives were explored in pre-service days and classes throughout the year. Both courses provided teachers opportunities to receive Drake graduate credit for their work. First year teacher needs assessments filled out by the beginning educator and their mentors continued to show improvement from past years on their understanding, knowledge and application of district initiatives. Both mentors and first year teachers participated in a group discussion with members of the State of Iowa TPA initiative where they had the opportunity to give feedback on ways to improve the mentor program that will be initiated in the next school year.

A new course for Drake credit designed for second year mentors and teachers was developed this year, "Reflective Teaching-second year mentoring and the portfolio project." The course allowed for a deeper understanding of how to have learning focused conversations. The overarching theme was how to be a reflective teacher for life for both mentors and second year teachers. Support in classroom from mentors and support in the preparation of the 2nd year portfolio was driven by being reflective in practice. Each mentor and 2nd year teacher received a copy of Robert Marzano's "Becoming a Reflective Teacher." We will continue to use this resource as they transition to 3rd year teachers and develop their Individual Professional Development Plan (IPDP). Third year teachers in West Des Moines will continue to have support from the Teacher Leader Coordinator for Mentors and New Teachers.

Q7: 2a. Local TLC Goal

To improve student outcomes, we will improve instructional practice through collaboration, sharing of instructional practices, and the implementation of our district instructional framework (the EEI).

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

School Improvement Plan data:

School Improvement Plans for each building in the district focused on PLCs around Literacy and Mathematics. All School Improvement Plans were developed and implemented by Building Leadership Teams (BLT). BLTs are made up of teacher leaders and the building principal. Most buildings in the district include their instructional coach on the BLT. Responsibility for assisting teachers and the school in meeting their goals in the SIP are the teacher leaders serving on the BLT, principals, and building instructional coaches. Professional learning was planned and implemented for staff by BLTs, the building principal and/or the instructional coach. Professional Development/Curriculum Facilitator teacher leaders provided support for building and/or district PLCs. PLC focus was on unpacking standards and creating common formative assessments.

The District Leadership Team which is made up of teacher leader representation from each building planned and coordinated district professional learning days. The focus of the professional learning days were on effective instructional practices, MTSS, and an overview of effective grading practices with Rick Wormelli. Effective grading practices and PLC learning are part of the district Strategic Plan priorities.

TL Self Assessments:

Elementary instructional coaches complete a self assessment using Learning Forward's Innovation Configuration for teacher leaders three times a year. This has been an invaluable tool for them in reflecting and assessing their work as

Impact of TLC Plan - 2015-2016

Teacher leaders three times a year. This has been an invaluable tool for them in reflecting and assessing their work as instructional coaches and identifying areas of focus and goal setting for future learning. All K-12 instructional coaches will use this tool for self assessment beginning in the 2016-17 school year. In analyzing the data from the self assessment, all elementary coaches have grown in their practices around learning communities, collaboration, design, and quality teaching.

Elementary instructional coaches use the Woodruff Instructional Coaching Practices Scale in order to document their interactions/work with teachers. Analysis of the data indicates that most of their coaching time is spent in the following areas:

- Enrollment conversation

- Change conversation

- Implementation conversation

- Pre-conference and model lesson conversations

Elementary instructional coaches also meet as a group and one to one with an AEA coach. Typically these occur once a month. During these meetings they discuss and analyze their Woodruff data as well as the additional work they are doing at the building level. At the end of the year, the elementary coaches met and shared their cumulative Woodruff scale data. This time to reflect on the data was affirming to them as well as began conversations on the next level of work for the 2016-17 school year.

Junior High instructional coach data indicates they spend most of their time in consultation and collaboration. As the year progresses more coaches engage in the true coaching cycle. High School instructional coaches indicated that their services were primarily used in consultation, pre-work, and research with some time spent with staff in collaboration throughout the year.

All Teacher Leaders are still working to increase the number of teachers who access coaching services and the number of teachers who use coaches for the full coaching cycle (setting goals, observation, data analysis, revising goals) rather than a one-time use.

The PD/CFs worked this year in various PLC groups. Mainly the groups worked within PLC questions 1 and 2. Many groups further articulated curriculum by unpacking standards and creating common formative and summative assessments. Staff working with PD/CF's in PLC meetings have expressed a much clearer understanding of the standards associated with the curriculum areas they are responsible for delivering instruction. Some teacher groups gave assessments to students, but none have analyzed data in the PLC setting to change instruction. Ongoing efforts and goal areas will drive PLC work into PLC questions 3 and 4.

All Teacher Leaders recognized the need to increase the enrollment of teachers using Teacher Leader services.

Observations of TLs:

All teacher leaders are evaluated using the district teacher evaluation system. Teacher leaders are formally and informally observed each year as part of this process. Teacher leaders are active members of their schools and school leadership structures. They seek ways in which to support teachers through providing resources to them, co-teaching on occasion, modeling instructional practices, facilitating PLCs, and analyzing data. Based on the feedback from an end of the year survey regarding the district teacher leader program, most teacher leader positions are positively supported by teachers and teachers see the value of the services they provide through professional learning and job embedded supports. Feedback from the survey indicated some confusion about the Learning Supports positions as well as the role of the District Leadership Team (DLT). Detailed minutes from each monthly DLT meeting as well as the purpose of the DLT are sent monthly to all certified staff. This has assisted most staff in understanding the role and responsibilities of the DLT.

Perception Data from Teachers:

Below are data from the Teacher Leader Survey that was sent to all certified staff. Approximately $\frac{2}{3}$ of the staff completed the survey.

91.8% of staff have worked with a Instructional Coach one or more times.

58.1% of staff have worked with a Professional Development/Curriculum Facilitator.

44.67% of staff have worked with a Demonstration Teacher.

31.79% of staff have worked with the Learning Supports/Family Engagement teacher leaders.

39.54% of staff have worked with the Multi-tiered Systems Supports Coordinator.

Professional development curriculum facilitators have worked with curriculum directors, classroom teachers and administrators to implement effective professional learning communities.

Impact of TLC Plan - 2015-2016

PD/CF's have worked with PLC teams to redesign end of year and unit assessments to better align with expected outcomes associated with content standards. In addition, student report cards have been redesigned to reflect and emphasize essential learning outcomes. It is anticipated that stronger alignment of curriculum, instruction, and assessment will lead to increased student performance.

Almost 90% of respondents to the district staff survey reported working with an Instructional Coach this year. More than half of respondents worked with an IC 5 or more times. The most common functions of the IC were:

- My coach developed and shared resources with me.
- My coach led professional development.
- My coach worked with my PLC.
- My coach met with me to brainstorm ideas for teaching.
- My coach helped with data analysis.

60% of respondents indicated having worked with a PDCF this year. The most common functions of the PDCF were:

- My PDCF has put together PLC plus meetings that were relative to my discipline.
- My PDCF researches and is knowledgeable about content standards.
- My PDCF attends meetings upon request and contributes in a positive manner.
- My PDCF assists in the curriculum development and alignment process.
- My PDCF has developed and shared resources with me, including outside contacts.

Fewer than half of the respondents worked with a demonstration teacher. Of those who did visit a demonstration teacher, 87% said visiting a Demonstration Teacher's classroom was beneficial to me. Some comments indicate that a growth mindset is not yet the standard among teachers as some veteran teachers indicate "no need" to engage with an Instructional Coach or PDCF.

EEL walkthrough data indicate that 90% of teachers have learning targets posted and/or referenced during walkthroughs. There is evidence of differentiated questioning as noted by Bloom's Taxonomy categories of learning tasks (Remember 31.4%, Understand 53%, Apply 47.6%, Analyze 26.7%, Evaluate 19.4% and Create 16.5%. Metacognitive tasks were observed 9.7% of the time). Teachers connected the learning activities to past and future learning in 94.2% of the walkthroughs where that was a focus of the walkthrough. Differentiation was noted in 84.8% of the walkthroughs in the following ways: content 38%, process 70.2% and product 38.5%. Assessments were observed in 94.1% of the classrooms where assessment opportunities was a focus of the walkthrough. The walkthrough templates have been revised to provide more specific and focused feedback to teachers around the Essentials of Effective Instruction. This provides opportunities for greater flexibility for the use of walkthrough data at the building level to more directly impact the instructional practices.

A review of all 261 certified staff receiving formal summative evaluations revealed that four teachers have individual standards rated as developing. These did not warrant a rating of "does not meet standard". Ninety non-probationary certified staff on cycle for formal evaluation completed three years of professional growth as detailed in reports shared and summarized with the evaluator.

Q10: 3a. Local TLC Goal

To create enhanced and fluid career options with flexible yet limited years of service that are annually reviewed, supported with appropriate compensation, and are accompanied by ongoing professional development.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have had 54 applicants for 19 teacher leader vacancies for the 2016-2017 school year. Since 2014, 50% of the questions asked annually on the workplace survey have increased scores.

A subset of our District Leadership Team has met four times to review our current teacher leadership program. The committee recommended expanding our teacher leader positions by 18 for the 2016-2017 school year. These positions reflect the continuum of career options that we provide from a supplemental pay only to an entire FTE.

Q13: 4a. Local TLC Goal

To embrace a transformative system that will lead to student academic growth and social-emotional well being.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Student Achievement and Other:

Data below indicates student achievement data in reading and mathematics (average NSS by grade) when compared with AEA and state data. We were not able to input this data into the survey format. We have shared via a google doc with Becky Slater.

Intervention and Enrichment time is built in to the school day at each elementary school. Secondary schools are identifying ways to build in this time beginning in the 2016-17 school year. This individualized or small group instruction time is focused on targeted skill needs of students. Additionally, students are progress monitored on a regular basis and instruction is modified and/or adjusted based on the progress monitoring data. Each elementary school has two to three data days each year in which universal screening data and benchmark data is analyzed and student instructional decisions are adjusted based on this data. Instructional coaches along with the building principal and BLTs plan and facilitate these data days.

There is an elementary MTSS coordinator teacher leader that assists teachers, teacher leaders, and building administration in data collection. Universal screening training, Tier support, and data day processes. The district will hire a secondary MTSS coordinator for the 2016-17 school year. A district goal is to have clear and consistent MTSS practices and protocols Pk-12 and to provide the supports and professional learning needed to assist principals and teachers in these processes.

Student Perception Survey Data:

The West Des Moines Community Schools administers an annual Student Vision Survey. The survey questions are aligned to our district Shared Vision. The Shared Vision states, "The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

Summary of results of the student perception data:

Percentages highest overall k-12: (same as previous three years)

- I feel that at least one adult in my school knows me
- I feel there is an adult in my school who is an advocate for me and will look out for me

Percentages lowest overall K-12: (same as previous three years)

- I feel that people in my school are caring
- I find joy in learning at school

The district Learning Supports teacher leaders work with schools in working with students and families that are experiencing outside challenges that are interfering with the a student's learning. Most of their work this year has been focused on student absenteeism, truancy, incomplete work completion, and connecting families with outside community resources. The learning supports teacher leaders serve as advocates for these students and assist school personnel in understanding some of the barriers that our students experience outside of school that impact their learning.

The district is looking into alternative student perception surveys to better understand our strengths and needs around social and emotional well being.

Q16: 5a. Local TLC Goal

To better serve our diverse student population by improving teachers' capacity to build on student strengths and respond to students' social, emotional, and academic needs.

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The conference attendance for our K-12 schools was 92.54% with an outlier of 26% for the 2015-2016 school year.

Student Perception Survey Data:

The West Des Moines Community Schools administers an annual Student Vision Survey. The survey questions are aligned to our district Shared Vision. The Shared Vision states, "The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

Summary of results of the student perception data:

Percentages highest overall k-12: (same as previous three years)

- I feel that at least one adult in my school knows me
- I feel there is an adult in my school who is an advocate for me and will look out for me

Percentages lowest overall K-12: (same as previous three years)

- I feel that people in my school are caring
- I find joy in learning at school

District High School Status: Grades 7-12

District Graduation Rates:

2015 class 4 year cohort graduation rate: 94.0%

2014 class 5 year cohort graduation rate: 95.3%

District 7-12 Enrollment Status: Grades 7-12

District Dropout Rates:

Number of grade 7-12 dropouts in 2014-15: 61

Number of grade 9-12 dropouts in 2014-15: 59

Grade 7-12 dropout rate in 2014-15: 1.4%

Grade 9-12 dropout rate in 2014-15: 2.0%

Bullied 2-3 times/month or more often

2012 2013 2014 2015

Junior High 11.2% 10.6% 11.8% 8.5%

High School 11.0% 10.8% 8.3% 8.7%

Bullied others 2-3/month or more often

2012 2013 2014 2015

Junior High 2.3% 2.5% 2.5% 2.1%

High School 4.7% 4.0% 2.5% 4.0%

2012 2013 2014 2015

Secondary-Adult Intervention 51.3% 64.6% 68.0% 53.2%

2012 2013 2014 2015

Secondary-Student Intervention 15.7% 15.6% 19.5% 19.6%

Impact of TLC Plan - 2015-2016

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

PAGE 5

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We have a subcommittee that has met regularly over the past year. The subcommittee has recommended revisions to the TLC plan which were submitted and approved by the Department of Education.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

These are comments made by our teaching staff on our teacher leader survey conducted Spring 2016:

"Someone with time to give individualized attention to my professional growth."

"I voiced a concern about instruction with some students that were below grade level. She assessed their needs and had some recommendations for intervention, instruction and progress monitoring in both math and reading. It saved me so much time and made me a more effective teacher. I have had countless questions about how things are structured at our school. She has been patient and helpful as I struggle and reflect with how best to meet the needs of students."

"Honestly, everything! I do not know why people would NOT use them! They are SO helpful and make you feel good about using best-practice currently researched strategies in the classroom. They are constantly researching passing along useful information."

"My PDCF supports appropriate functions and processes in PLCs by helping the facilitators maintain the focus on the Four PLC Questions."

"My PDCF helps me to understand the curriculum, listens when I have concerns and helps me find ways to solve those concerns."

"The Demonstration Teacher connected with me prior to the observation to determine my goals from the observation."

"Excellent opportunity to observe best practices, then ask questions to help me improve my teaching practices."

"Their knowledge of teaching and positivity can help anyone improve their practice"

"I have only worked with a Demonstration Teacher once, and it was for a very short time-frame. I see the value in it, but I did not utilize it enough this year to see the full effects of it."

"I saw some practices in other disciplines than my own, and got unique ideas that I wouldn't have just within my own department. It encouraged me to try some new technology, as well."

"My Mentor Teacher listens when I have concerns regarding curriculum and helps find a way to solve them."

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.